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ABSTRACT

This guide presents in four sections a course of study in social studies for use in Alabama for grades K-12. Section one includes a rationale for teaching social studies; a listing of management, methods, and content characteristics of a good social studies program; and an extensive list of social studies objectives. Some objectives of the program are for students to acquire knowledge and an appreciation of the past and develop intellectual, academic, geographical, communicative, and social participation skills. The statutory and Alabama State Board of Education social studies requirements and the minimum social studies requirements by grade level are given in section two. Section three covers additional courses that may be offered by the school at the option of the local school system. Section four gives a summary outline of the K-12 social studies course of study. Two appendixes make up the major part of this volume. Appendix A consists of tables that illustrate social studies concept development by discipline and grade level. For example, in first grade under the discipline of history, the concept of civilization is to be taught as students study how nations develop and change. Appendix B consists of charts which were developed as an aid to social studies teachers who desire to improve their teaching of social studies skills. The charts represent an illustrative analysis of major skills areas that should be developed in social studies programs. (NE)

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ALABAMA COURSE OF STUDY

SOCIAL STUDIES

K - 12

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State Superintendent of Education
Alabama State Department of Education
Montgomery, Alabama 36130

Revised
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SECTION ONE

INTRODUCTION

I. Rationale for Social Studies

The social studies program is an essential and viable part of educating youth for effective citizenship in our democratic society. The content of the social studies program in Alabama incorporates the accumulative knowledge of the social sciences and the behavioral sciences. The present condition of society as evidenced by social problems, the rapid rate of societal change, energy concerns, international tensions, the advanced technological age and the uncertainties of nuclear power and weaponry make it imperative that our students acquire knowledge and develop skills to function effectively in our increasingly complex world.

The aims of the K-12 social studies program are to promote acquisition of knowledge and appreciation of the past; provide opportunities for examining the basic values which have contributed to our nation's greatness; and to promote the development of intellectual, academic, geographical, communicative, and social participation skills. Students must learn how to categorize and evaluate information to make choices in a manner consistent with basic democratic ideals.

It has been said knowledge without action is impotent, so action without knowledge is reprehensible.[1] Those who seek to solve social issues irresponsibly and selfishly damage the future of our country and the world. Therefore, knowledge, understanding, and a commitment to truth form the basis for a social studies program which will insure the continuation of a free and open society.

II. Characteristics of a Good School Program in Social Studies

These characteristics represent a set of standards for social studies programs. Students, teachers, and communities have a basic responsibility for developing and implementing the social studies program for their own school. The following characteristics are hallmarks of a quality social studies program and should serve as guidelines for measuring school programs throughout the state. They should also serve to motivate social studies teachers to evaluate and improve existing school programs.

A quality social studies program incorporates the following characteristics, to the extent that it is feasible and appropriate to the local school situation.

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[1]Osborn, Richard et. al. "Revision of the NCSS Social Studies Curriculum Guidelines." Social Education, April 1979.

A. Management

Social studies education is an integral part of the total program at all grade levels and significant amounts of instructional materials, time, and facilities are provided for that purpose.

The program should be directed by a carefully formulated philosophy and accompanying goals and objectives.

Knowledge, skills, concepts, and valuing should be represented in the stated goals and objectives.

The program incorporates a well-defined policy and program of evaluation which is based on the stated goals and objectives, which is continuous and comprehensive, and which is used for both classroom and school-wide curriculum planning.

Texts and supplementary materials are available in sufficient numbers and are appropriate to the reading level and educational background of the students.

Print and audiovisual materials and equipment that are appropriate to the content and educational level of the students are utilized.

Social studies teachers regularly participate in a variety of educational activities that foster professional development, such as workshops, community affairs, reading, advanced study, and travel.

B. Methods

The planning and implementation of the social studies program are student-centered.

The program is interdisciplinary to the extent that it integrates topics from other subject areas and encourages the transfer of knowledge and skills among the variety of disciplines.

Teachers implement a variety of instructional methods in order to stimulate interest in social studies education.

The design of the program encourages students to be inquirers and provides them with the opportunity to become informed decision-makers.

The students are provided with the opportunity to develop proficiency in methods of inquiry, distinguishing fact from opinion, analyzing information, and formulating positions.

The program allows students the opportunity to identify and clarify their values and the values of others.

The program is designed so that the sequential development provides students with the opportunity to acquire the knowledge and skills necessary for lifelong learning.

Cocurricular activities and organizations, such as social studies fairs, history clubs, select field trips, civic club programs, speakers, etc., support and foster social studies education within the school and community.

C. Content

The program incorporates all of the social and behavioral sciences, including the history of the United States, of the Western and non-Western worlds; economics; geography; political science; anthropology; psychology; and sociology.

The democratic tradition of our nation and the rights and responsibilities embodied in the Constitution are an essential part of the program in the daily classroom activities and in the broader application for our society.

An understanding of other cultures, races, religions, and ethnic groups is fostered, and students are brought to an appreciation of the worth and dignity of every human being.

The program reflects the multi-cultural composition of our state and nation.

The social studies program emphasizes human relationships and the interdependence of people and their institutions.

Social studies texts and materials are used to foster improved reading skills and comprehension.

The teaching of the specialized vocabulary of the social studies is an integral part of the program.

The program utilizes the history, economics, geography, and other characteristics of the local community and integrates it into the prescribed courses.

The program draws on the material and human resources of the school's community to enhance the learning process.

Concepts and topics related to conservation, career awareness, disaster preparedness, and development of human and natural resources are incorporated into existing courses.

The program presents pervasive and enduring issues facing our society, and it teaches skills of analysis and conflict.

Sequential development and reinforcement of the following social science skills:

1. Map and globe skills
2. Critical thinking skills
3. Interpersonal skills
4. The location, gathering, and evaluation of ideas
5. The organization of ideas and information
6. The communication of ideas and information, including listening, reading, and presenting ideas in oral and written form
7. The interpretation of graphic materials

III. Objectives of Social Studies

Social studies should promote pride in the American Heritage and appreciation for the knowledge of the disciplines of the social sciences.

Acquisition of a body of basic skills, facts, concepts, and generalizations is important, not as an end in itself, but as a resource which students can use to equip themselves with ways of thinking, feeling, and acting in their relationships with others. Social studies programs should provide for the acquisition of the following:

A. A knowledge base for understanding the relationships between people and their environment

   1. Knowledge about social organization
   2. Knowledge about the relationships between people and the social environment and understanding some of the consequences of these relationships
   3. Knowledge about the relationships between people and physical environment and understanding some of the consequences of these relationships
   4. Knowledge about decision-making processes
   5. Knowledge about conflict and the impact it has on individual and group relationships

B. An understanding of the origins and interrelationships of beliefs, values, and behavior patterns

   1. Awareness of some of the beliefs and values expressed by people and of factors which influence their beliefs, values, and behaviors.
   2. Awareness of how beliefs and values are transmitted in various cultures
   3. Awareness of the need to examine one's beliefs and values and the relationship between these and behavior.

C. Basic skills necessary to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues

1. Identification of problems on issues appropriate for study
2. Statement of hypothesis
3. Preparation of plans to guide investigation of a problem or issue
4. Identification, location, and uses of sources of information and evaluation of the reliability and relevance of these sources
5. Organization, interpretation, analysis, and synthesis of information obtained from various sources
6. Use of summarized information to draw conclusions, offer solutions to problems or clarify issues
7. Validation of outcome of study

D. The basic human relation skills necessary to communicate and work effectively with individual groups

1. Respecting the opinion of others
2. Listening carefully to others
3. Clarifying and elaborating own ideas
4. Asking for clarification and elaboration of the ideas of others
5. Expressing awareness of different discussion roles (e.g., initiator, facilitator, blocker) and recognizing some of the effects of these roles on individual and group action
6. Interacting in various capacities (e.g., leader, advisor, supporter)
7. Expressing willingness to interact with a variety of people
8. Providing emotional and intellectual support for others in group efforts
9. Sharing in responsibilities that arise from group efforts

E. A positive self-concept, self-esteem, and self-actualization

1. Awareness of the characteristics that define one's identity
2. Awareness of one's goals (aspirations), the goals of the groups with which one identifies and the relationship between these goals
3. Awareness of the extent to which one has control over the setting and achievement of personal goals in light of what one knows about oneself, the groups with which one identifies, and the societal barriers to full development

F. A commitment to the right of self-determination for all human beings and a willingness to take rational action in support of means for securing and preserving human rights

1. Displaying an awareness of a quality of human life and an interest in ways in which the quality can be improved

2. Explaining and supporting rights and freedoms important to human development
3. Participating in family, school, and community life on the basis of rational decisions involving one's own values and the conflict among these values

G. Knowledge relevant to the major ideas and concerns of social and behavioral scientists and the basic skills necessary to pursue these disciplines

1. Economics: Knowledge of major characteristics of economic systems, with emphasis on the American free enterprise system, consumer economics, and theoretical economic principles and concepts
2. Geography: Knowledge of world-wide spatial distribution and interrelationship of the major features of man's physical and cultural environment
3. History: Knowledge of some of the major developments in United States history and world history
4. Political Science: Knowledge of the characteristics of the major systems of government, particularly the political and legal systems of the United States
5. Anthropology: Knowledge of the physical, social, material, and cultural development of man, including his customs, beliefs, and folklore
6. Psychology: Knowledge of individual behavior of organisms, both man and animal
7. Sociology: Knowledge of human relationships, their causes and consequences

H. Citizenship education is an integral part of social studies education; however, as social studies programs are designed or selected, careful attention should be given to the proper inclusion of goals which will assure positive attitudinal development toward responsible citizenship.

1. Show concern for the well-being and dignity of others.
   a. Treat others with respect.
   b. Consider what the consequences of their own actions will be for others.
   c. Guard safety and health of others.
   d. Offer help to others in need.
   e. Support equal opportunity in education, housing, employment, and recreation.
   f. Be loyal to country, to friends, and to other groups whose values they share.
   g. Be ethical and dependable in work, school, and social situations.
2. Support just law and the rights of all individuals.
   a. Understand the need for law.
   b. Recognize specific constitutional rights and liberties.

c. Defend rights and liberties of all kinds of people.
d. Encourage ethical and lawful behavior in others.
e. Comply with public laws.
f. Oppose unjust rules, laws, and authority by only lawful means.

3. Know the main structure and functions of their governments.
   a. Recognize basic governmental purposes.
   b. Understand the organization of Federal and State governments.
   c. Know the political structure of their local community.
   d. Recognize the relationships of different levels of government.
   e. Recognize the importance of political opposition and interest groups.
   f. Recognize that democracy depends on the alertness and involvement of its citizens and know how citizens can affect government.
   g. Know structure of school and student government.
4. Participate in democratic civic improvement.
   a. Believe that each person's civic behavior is important and convey this belief to others.
   b. Favor organized civic action where it is needed.
   c. Actively work for civic improvement.
   d. Participate in local, state, and national governmental processes.
   e. Apply democratic procedures effectively in small groups.
5. Understand important world, national, and local civic problems.
   a. Understand social conflict among individuals, groups, and nations and the difficulties in achieving peace and social harmony.
   b. Recognize how different civic policies may affect people's efforts to meet their economic needs.
   c. Recognize major environmental problems, and be aware of alternative civic solutions.
   d. See relations among civic problems and particular events.
   e. Generate good ideas about causes and solutions for civic problems.
6. Approach civic decisions rationally.
   a. Seek relevant information and alternative viewpoints on civically important decisions.
   b. Evaluate civic communications and actions carefully as a basis for forming and changing their own views.
   c. Plan and organize civic tasks effectively.
   d. Support open, honest communication and universal education.
7. Help and respect their own families.
   a. Cooperate in home responsibilities and help provide for other family members.
   b. Instill civic values and skills in other family members.

The Social Studies and Citizenship objectives are taken or adapted from the "National Assessment of Educational Progress, A Project of the Education Commission of the States," Education Commission of the States, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295. References used include:

Social Studies Objectives, 1973
The First Social Studies Assessment: An Overview, 1974
National Assessment and Social Studies, 1975
Citizenship Objectives, 1973

SECTION TWO

MINIMUM REQUIREMENTS

The following excerpts from Statutory and State Board of Education requirements apply:

Statutory: Laws of Alabama Relating to Education

§ 16-35-4. Minimum course content; maximum number of courses. The state board of education, on the recommendations of the state superintendent of education, shall prescribe the minimum contents of courses of study for all public, elementary and high schools in the state, and shall fix the maximum number of courses which are compulsory in each grade of the elementary schools.

§ 16-35-5. Studies required to be taught in elementary school. In every elementary school in the state there shall be taught reading, spelling and writing, arithmetic, oral and written English, geography, history of the United States and Alabama, elementary science, health education, physical education and such other studies as may be prescribed by the state board of education.

§ 16-40-2. Constitution of United States in course of instruction. In all public and private schools located within the state of Alabama, there shall be given regular courses of instruction of the Constitution of the United States. Such instruction in the Constitution of the United States shall begin not later than the opening of the eighth grade and shall continue in the high school course and in courses in state colleges, universities and the educational departments of state and municipal institutions to an extent to be determined by the state superintendent of education.

§ 16-40-3. Instruction in history, doctrines, etc., of communism. The legislature of the State of Alabama requires that "adequate instruction shall be given each year in the history, doctrines, objectives and techniques of communism and shall be for the primary purpose of instilling in the minds of the students a greater appreciation of democratic processes, freedom under law and the will to preserve that freedom.

The direction of study shall be one of orientation in contrasting the government of the United States of America with the Soviet government and shall emphasize the free-enterprise-competitive economy of the United States of America as the one which produces higher wages, higher standards of living, greater personal freedom and liberty than any other system of economics on earth. It shall lay particular emphasis upon the dangers of communism, the ways to fight communism, the evils of communism, the fallacies of communism and the false doctrines of communism."

§ 16-40-6. Courses, lectures and units of instruction to teach principles of patriotism.

The state department shall establish a program of courses of lectures for the public schools in this state to teach the principles of patriotism in its curriculum.

The state department of education shall establish units within the existing social studies courses to teach the principles of patriotism in its curriculum.

§ 16-41-1. Short title.

This chapter shall be known and may be cited as "The Drug Abuse Education Act of 1971."

§ 16-41-2. "Drug" defined.

As used in this chapter, the term "drug" shall include barbiturates, central nervous system stimulants, hallucinogenics, and all other drugs to which the narcotic and drug abuse laws of the United States apply. It shall also include alcoholic and intoxicating liquor and beverages and tobacco.

Cross reference.--As to controlled substances generally, see §20-2-1 et seq.

§ 16-41-3. Purpose: legislative intent.

The purpose of this chapter is to insure the development of a comprehensive drug abuse education program for all children and youth in grades one through twelve. It is the legislative intent that this program shall teach the adverse and dangerous effects on the human mind and body of drugs and that such instruction shall be intensive and that it shall be given immediate emphasis, beginning with the 1971-72 school year. It is further the intent of the legislature that the voluntary services of persons from the professions of clergy, education, medicine, law enforcement, social services and such other professionally and occupationally qualified individuals as can make a contribution to this program be utilized in its implementation so that the highest possible degree of expertise may be brought to bear.

Resolutions

Disaster Preparedness, approved October 1, 1975.

NOW THEREFORE, be it resolved that the Alabama State Board of Education does hereby urge each local school board to institute a program of disaster preparedness.

Be It Further Resolved That such a program include, but not be limited to the following:

A program of disaster preparedness measures to include some type of school disaster plan.

A program of disaster preparedness to include safety measures and protective actions for fire safety, environmental hazards and devastating forces of nature.

A program for the receipt and dissemination of timely warning of impending disasters or emergencies.

Economic Education, approved October 1, 1975.

NOW THEREFORE, be it resolved that the Alabama State Board of Education . . . does encourage the local school systems to develop and emphasize economic education on a sequential basis K-12. Economic concepts are integral to each course in social studies as well as to most disciplines and each grade level can and should appropriately reflect a natural expansion of the understandings that are necessary to a better appreciation of our way of life.

Career Education, approved February 17, 1977.

AND BE IT FURTHER RESOLVED That the concept of career education be reflected in the total curriculum and organizational structure of the State Education System and that the State Board of Education declares its intent, through the State Superintendent of Education to promote the implementation of Career Education in all schools of Alabama and to document this implementation.

MINIMUM REQUIREMENTS BY GRADE LEVEL

Social Studies skills and concepts must be developed cumulatively and sequentially. The elementary CONCEPT DEVELOPMENT GUIDE (Appendix A) and SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT, K-12 (Appendix B) are essential to the utilization of this course of study. It is the responsibility of each teacher to examine this guide and to provide opportunity for his or her students to acquire the skills and concepts required for that grade level.

Kindergarten

This is primarily an introduction to basic social groups in the child's life and the idea that all of them have certain similarities in form and responsibilities for their members.

The themes which must be developed in this area are:

I. The home, including similarities and differences in families and the responsibilities of each member. Also included must be a comparison of our way of life with that of another culture from the point of view of the family.

II. The school, showing its relationship to the home and community, and the child's role in the school.

III. Respect for authority--all Americans live by certain rules.

The course also includes, as an introduction to the student's role in keeping our environment for everyone, studies on using our resources wisely (those resources used by kindergarten children).

(See Appendix A, pages 37-39; Appendix B for skills development.)

First Grade

The first grade must include a continuation of the study of the child's role in the home, school, and community; activity related to the observance of appropriate patriotic celebrations and other holidays; an introduction to national symbols.

Study of the globe must begin, study showing that the globe is a model of the earth and comparing the amount of land and water. (See Appendix A, pages 40-42; Appendix B, Part Two for skills development.)

Other areas in this course may be:

...How workers in the community help everyone
...Transportation--land, sea, and air
...Comparison of our culture with another (See kindergarten description)
...Conservation of natural resources--animal friends

Second Grade

A study of the neighborhood and/or community must be taught. Emphasis must be given to the areas of the community and the importance of each to the child and his family.

Map and globe skills must be extended and improved, including the making and using of neighborhood maps. (See Appendix A, page 43.)

A conservation unit may be taught--"Food from Farm to Market" is suggested. Also included may be a comparison of the community with others in the area, state, nation, or other countries.

Third Grade

Cities must be studied as an introduction to the United States, including an in-depth study of the local city, towns, or community.

Map and globe skills development must be continued with emphasis on locational geography. (See Appendix A, pages 48-51; and Appendix B, Part Two for skills development.)

Also included may be a comparison of cities in the United States with other Western or non-Western cultures.

Fourth Grade

This course must include a survey of Alabama state history and geography, with emphasis on the relationship of the state to the region and to the United States. There must also be a study of comparative geographic

regions of the world. The geography study must be conducive to building the following skills:

1. Building map and globe skills
2. Thinking critically
3. Living with others
4. Locating, gathering, and evaluating ideas
5. Organizing ideas and information
6. Communicating ideas and information, including listening, reading, and presenting ideas in oral and written form
7. Interpreting graphic materials

(See Appendix A, pages 52-53; Appendix B, Part Two for skills development.)

Fifth Grade

The fifth grade course must be a survey of United States History, including the discovery and exploration of the Americas and the development and expansion of the United States.

Expanded concept and skills development which was begun in the fourth grade should be continued. (See Appendix A, pages 57-61; Appendix B for skills development.)

Sixth Grade

The sixth grade course must be a study of World Cultures with emphasis upon the Western Hemisphere. Emphasis should be placed upon the importance of the cultural, political, and economic interrelationships of the United States, Canada, Central and South America.

Political and economic geography will become important at this time. This course will provide excellent opportunity for development of concepts and skills peculiar to each of the social science disciplines. (See Appendix A, pages 62-67; Appendix B for skills development.)

Seventh Grade

A study of the World Cultures with emphasis upon the Eastern Hemisphere must form the basic part of seventh grade social studies. The program must be an interdisciplinary one which can relate the content directly or indirectly to the modern world.

The child must see himself as an important product of all that has been and an integral part of all that will be.

The influences of history and geography upon the development of people and their culture must be balanced by the influence of anthropology, sociology, economics, political science, and the relationships that exist among them.

Social science skills and concepts of the first six grades must be reinforced and built upon during the seventh grade. The sixth grade section of Appendix A, pages 62-67, should guide the seventh grade teacher in identifying most of the skills and concepts of each discipline. Additional skills development will be influenced by the adopted text or program.

Eighth Grade

The eighth grade program must be a course in Civics and Law, with an emphasis on American History concepts and understandings, including instruction in the Constitution of the United States.* The course must involve the student in the study of political and legal problems as they pertain to the maintenance and functioning of society. While it is necessary for the student to understand the structure of United States governmental and legal systems in order to be able to solve problems concerning them, the major emphasis must be upon the functioning of these systems at all levels.

Development of the following skills is essential at this time: locating, organizing, and evaluating information; acquiring information by reading, listening, observing; oral and written communication; picture, chart, graph, table, map, globe, and symbol interpretation and comparison; time and chronology. (See Appendix B for skills development.)

*NOTE: Alabama State legislation S545 requires that ". . . instruction in the Constitution of the United States shall begin not later than the opening of the eighth grade . . . ." (Laws of Alabama Relating to Education, §16-40-2.)

Ninth Grade

All ninth grade students are required to take two semesters of Social Studies, to be divided into two separate courses. A comprehensive unit on disaster preparedness will be included in either semester of the ninth grade. One of the two courses is Alabama History, and the other is to be from the following list: Anthropology, Contemporary World Issues, Consumer Economics, and World Geography.

Students may take Alabama History during either semester of the school year. The other required unit of Social Studies is to be selected by the local school unit from this list of four alternate courses. All students may be required to take the same course, or the local school unit may allow the students to choose among two or more of the alternates from the ninth grade list.

The comprehensive unit on disaster preparedness shall include, as a minimum, instruction in the nature of the threat from tornadoes, hurricanes, floods, and radioactive fallout. Safety measures for individuals should be stressed.

ALABAMA HISTORY

The Alabama History course can be presented in the traditional manner or it can be developed using an inquiry approach. The content should be chosen to:

I. Instill in the students an appreciation of our Alabama heritage and to bring them to an understanding of environmental factors that have influenced the state's growth and development.

II. Develop state and national patriotism through a better understanding of Alabama's people, resources, customs, traditions, and contribution to the growth of our nation.

III. Help students to realize that Alabama has the potential to develop one of the highest cultures of any state in the Union because of our tremendous advantages in natural and human resources.

IV. Motivate the students to develop their human resources to the point at which they will have marketable skills that will help them find a useful place in society.

V. Integrate the teaching of the geography of Alabama into the developing sequence of Alabama History.

VI. Provide students with an interpretative history of our State.

To the extent that materials are available, the prehistory of Alabama could be included in this course. Textbooks used for this course include material on Alabama's prehistory, but the field is advancing so rapidly that it is impossible to provide students with a clear understanding of how our state's prehistory relates to that of the Southeastern United States, the Western Hemisphere, and the world by using a single text.

ANTHROPOLOGY

Anthropology is the study of the physical, social, material, and cultural development of man, including his customs, beliefs, and folklore. There is a wide variety of methods that could be employed in teaching this course. The holistic approach to Anthropology examines man in the broadest context, exploring the relationships that exist among different facets of human behavior. The comparative approach to this study explores the characteristics, similarities, and differences of many cultures in a variety of times and places in the world. Both of these approaches can be used in teaching this subject at the ninth grade level.

The course can be developed so that it emphasizes physical, cultural, archeological, or linguistic anthropology or an approach that integrates several of these areas. The resources of the school and community should

be factors in determining the approach selected. The historical, social, economic, and physical characteristics of the community should be an integral part of the course content and the daily learning process. This would necessarily make the course different as it is taught in school throughout the state; however, the content and methodology of the course should strive to:

I. Foster in the students an understanding of human behavior by exploring man's biological nature and his cultural origins and development.

II. Develop an understanding and appreciation of different cultures and ways in which they fulfill the needs and aspirations of their members.

III. Foster in the students a greater appreciation and understanding of their own society and culture through comparisons with others in different locations in the world and in a variety of historical periods.

CONSUMER ECONOMICS

The emphasis of this course at the ninth grade level is to introduce students to the application of basic economic concepts to the problems of the individual producer-consumer, with the concentration on the skills needed to function intelligently in the marketplace. Less emphasis is placed on the teaching of economic theory.

The content and methodology chosen should be appropriate to the grade level of the students. Local human and material resources from the community should be utilized to the fullest extent possible in teaching Consumer Economics.

Systems/schools that offer this course during the ninth grade to fulfill the second required half-unit of Social Studies should carefully coordinate this program with the economics requirement at the twelfth grade to avoid needless duplication.

CONTEMPORARY WORLD ISSUES

The content of this course should consist of state, national, and international contemporary affairs. Political, economic, ideological, historical, and geographical background information should be incorporated into the study of various societies of the present day. This course should provide students with:

I. An awareness of contemporary world issues, with the approach being problem oriented, chronological development, or area studies.

II. An increased knowledge of places in the news through a study of geography, history, and politics (e.g., the Middle East, China, and emerging African nations).

III. An increased interest in and analytical approach to current news events throughout the world and a greater familiarity with people and places in the news.

IV. An ability to hypothesize about future world events, an ability that is based on a knowledge of current world affairs.

WORLD GEOGRAPHY

This course should take a regional approach to studying major geographical areas of the world. Students should explore all of the world regions and should engage in a comparison of those regions. Included in the study should be the development of cultural, economic, and physical concepts as they relate to geographic understanding of a region, in addition to specific information about the man-made and natural features of the region. There should be an emphasis, however, on the place and political geography of the regions being explored.

The course should include an in-depth survey of one or more regions of the world and should bring the students to a better understanding of the interaction between geography and man. The course can be developed by employing an environmental, cultural, or place geography approach, or by integrating these several approaches.

I. The environmental approach to world geography would be concerned with land forms, natural vegetation, soil, weather, and climate. The relationship between man and his natural environment would be emphasized in this approach.

II. The cultural approach would focus on the effects of man and geography on one another. Examples of this include a change in geography and environment due to pollution, use and abuse of natural resources, and population distribution. Also included in the study could be cultural factors that relate to geography, such as life-style, occupations, and customs.

III. The place geography approach would concentrate on defining a world region, and then on exploring the major topographical features, cities, states, and nations located within the region; however, in addition to learning the rivers, mountains, and locations in the region, the names of national and ethnic groups, their languages, religions, and similar cultural features could be incorporated into the course.

Tenth Grade

No social studies course will be required during the tenth grade; however, it is strongly recommended that the student be encouraged to choose electives. The elective program should not be restricted to students in grade ten, but should be made available at all secondary levels.

The attached outlines of electives are offered only as suggested courses and are not intended to represent a complete list of possible offerings. Schools should plan and implement their elective program in consonance with their staffing abilities, student and community interests.

Eleventh Grade

UNITED STATES HISTORY

In studying history, man attempts to organize his experiences so that he might better understand himself and his relation to others. The study of history should focus upon facts and trends that develop human understandings. The course should emphasize the interrelationships of the various disciplines while developing and reinforcing basic Social Studies skills. The learning environment should promote student involvement in analyzing problems through the process of critical analysis. In order to be a constructive citizen dedicated to achieving positive results, the student of today must have a thorough understanding and appreciation for his history and his place in the future of his country.

A school system can choose the approach or combination of approaches used to teach United States History; for example, a survey course designed to enable the student to focus on a broad study of the total history of the United States or an in-depth emphasis utilizing a topical or problems-oriented approach.

Twelfth Grade

ECONOMICS, UNITED STATES GOVERNMENT, COMMUNISM

Economics

The twelfth grade course in economics can be approached in any one of three ways. These modes of organization are:

I. Economics. The emphasis of this course is on the basic theoretical economic principles and concepts. While some emphasis is placed upon consumerism and comparative economic systems, the intent of the course is to help the student to understand and analyze economic systems through the use of economic concepts, principles, and theories.

II. Consumer Economics. The emphasis in this course is upon the application of basic economic concepts to the problems of the individual producer-consumer with a concentration on the skills needed to function intelligently in the marketplace. Less emphasis is placed on comparative economics or on economic theory. Systems/schools that offer this course during the twelfth grade to fulfill the required half-unit of Economics should carefully coordinate this program with Consumer Economics in the ninth grade to avoid needless duplication.

III. Comparative Economics. While this course is also theoretical in approach, it focuses upon the comparison of economic systems in other countries, particularly the Soviet Union. The student is asked to investigate the ways in which the economic systems of various nations attempt to meet the needs of their citizens. The United States is used as the basis of comparison.

United States Government

The course in United States Government should enable the student to understand political behavior and to make intelligent political decisions. An understanding of democracy as it has developed in the United States will make it possible for the student to compare our political system with those of other societies.

The student should acquire a working knowledge of the structure of the federal system, an understanding of the Constitution, and of the functions of the three branches of government at all levels.

A school may choose its approach to teaching government, but that approach should include practical problem-solving techniques which help the student to develop skills needed to participate effectively and democratically in the American political society.

A special note concerning teaching about communism

The legislature of the State of Alabama (S545 /1/, 1963, 2nd Ex. Sess., p. 326, appvd: May 9, 1963) requires that "adequate instruction be given each year in the history, doctrines, objectives and techniques of communism and shall be for the primary purpose of instilling in the minds of the students a greater appreciation of democratic processes, freedom under law, and the will to preserve that freedom." This requirement can be met by teaching about communism as part of the Economics course as described in this document; however, a system or a school may choose to offer the required instruction as an integral part of another appropriate social studies course, such as United States History or United States Government, provided the school system fulfills its responsibility as specified by the law.

SECTION THREE

ALTERNATIVE CONTENT AREAS

This Section provides additional courses that may be offered by the school at the option of the local school system. They may be treated as elective or required courses or a combination of elective and required courses as determined by local school system needs. They may also be developed as full-year courses, one semester courses, or as a group of mini-courses. Schools are urged to make many options available to the student to increase the diversity of the curriculum plan. These courses could be offered only as additions to the regularly prescribed course of study.

Specific grade levels are not provided, but they are deemed most appropriate for inclusion in grades nine through twelve.

Ninth grade "required elections" are included.

ANCIENT AND MEDIEVAL HISTORY

It is the purpose, in offering Ancient and Medieval History, to stress the achievements of ancient man, to show the disintegration which led to the medieval times, and to demonstrate how both these ages of history laid the foundations for the present age--its achievements, problems, and conflicts.

The content should be chosen in such a way as to:

I. Aid the student in gaining an appreciation of each of the Cradles of Civilization and of their individual and composite accomplishments.

II. Demonstrate the importance of the classical civilizations--their accomplishments, their contributions, and their decline and fall.

III. Emphasize the accomplishments of all ancient and medieval civilizations and societies.

IV. Explain the political, economic, and religious structure of medieval times. Illustrate the reasons for, and the process of, the medieval times.

V. Stress the importance of appreciating the past and understanding the present.

VI. Aid the student in gaining an appreciation and understanding of the thought processes of peoples of other times and other societies.

AREA STUDIES

Several possible modes of organization would be possible for an Area Studies course. It is strongly recommended that a survey of all of the regions of the world be abandoned in favor of an in-depth study of one, two, or three areas. The emphasis should be on the application and utilization of basic concepts from geography, sociology, history, anthropology, political science, economics, and the humanities to the study of the particular area in question. In this way, the student is provided with the opportunity to deal with these fundamental concepts in an in-depth study of one or two cultures, and can arrive at a more sophisticated understanding of those concepts within the context of a particular setting.

It might be even more helpful if the student did in-depth studies of selected cultures or nations within each of the areas identified below; for example, the student might select one or two nations of Sub-Sahara Africa as representative of the emerging nations which are attempting to deal with the problems of tradition and changes in the modern world. China could receive a greater emphasis in the Far Eastern Studies program. It is intended that the study be multi- or interdisciplinary in scope, rather than restricted to the historical or geographic aspects of the area. Some of the areas that might be selected for study could include one or more of the following:

I. ASIAN STUDIES: Could be further subdivided into Far East Asia and Southeast Asia.

II. AFRICAN STUDIES: Could include all of the area contained within the continent or be divided into Sub-Sahara and North Africa.

III. EASTERN EUROPE AND SOVIET STUDIES: The Soviet Union could be identified as an area of its own.

IV. LATIN AMERICAN STUDIES: Could be subdivided into Central and South America.

V. MIDDLE EASTERN STUDIES: Could be expanded to include some of the Eastern European countries and cultures.

COMPARATIVE RELIGION

The purpose of this course is to help the student to understand and examine the religious experience within a variety of cultural settings. The use of the term "comparative" should not be construed to mean that any evaluation of the world's faiths is intended in such a study. While religious faiths may be different in many respects, no attempt should be made by the instructor to evaluate these religions or identify strengths and weaknesses. The course is intended to allow the student to examine the richness and variety of the religious experience in a world context.

With this in mind the following units are suggested for inclusion in the world religions course:

I. Introduction to the Religious Experience. What are the manifestations of religious behavior, symbols, practice and institutions throughout and across societies and cultures? Can religions be classified by certain characteristics? What is religion? How does religion differ from ethics, morality, law, philosophy, or political ideology? How many varieties of the religious experience can the student identify?

II. Religions of the West. A study of the basic concepts of Islam, Christianity, and Judaism. An examination of the important leaders and the social conditions that led to the rise and expansion of these important faiths. The impact of these faiths upon the historical and social development of man might also be included.

III. Religions of the East. A study of the major faiths of Eastern societies, focusing upon India, China, and Japan. The major faiths should include Hinduism, Buddhism, Confucianism, Taoism, Zen, and Shinto. Sikhism, Jainism, as well as other faiths having relatively smaller numbers of followers, might also be included.

IV. Religions of Primitive Societies. A study of the religions of the traditional societies of Africa, the Americas, and the Pacific. These might include the tribal religions of Africa, the American Indian, and the primitive societies of the Pacific.

CONTEMPORARY ISSUES

The purpose of this course is to involve students in a reflective examination of persistent issues related to the social, political, and economics facets of human behavior. For this reason, it should be more than a survey course in current events. The focus should be on recurrent themes and problems in human history.

The following topics are only suggested themes or issues to be considered for inclusion in this course, and teachers should approach the content so that it reflects world and national concerns and conditions. The number of topics included in any one semester should be limited so that students are able to explore them in considerable depth through comprehensive research and analysis. The course content should be flexible enough to incorporate local and state aspects of national and world problems and to involve students in community issues. A strict textbook approach to this course should be avoided, so as to create student involvement in the issues as much as possible and to make maximum use of human and material community resources.

I. Community Change and Growth

II. Minorities in American Society

III. Energy Conservation

IV. The Maintenance of a Stable Economy

V. The Solving of the Problems of Urban Areas

VI. The Coping with Advancing Technology

VII. The Curbing of the Growth of Crime

VIII. Resolution of Conflict: Racial, National, and Ideological

IX. The Living with Our Environment

X. Poverty

XI. The Protection of Human Rights

XII. The Family in Contemporary Society

ETHNIC STUDIES

Americans live in a multicultural society. Social studies teachers have a responsibility to make it clear that ethnic groups have made many contributions to the United States. Students and teachers must learn to recognize the importance of an individual's cultural heritage and to develop a respect for the value system of that heritage. Some ethnic groups which can be included are:

Black Americans
American Indians
Orientals
Mexican-Americans
Puerto Ricans
Other Ethnic Groups

The Ethnic Studies course should enable the student to:

I. Recognize the contributions of ethnic groups.

II. Identify problems of various ethnic groups.

III. Relate appropriate legislation to past and present problems of ethnic groups.

IV. Respect the views and feelings of other people and tell why this respect is important.

V. Weigh the effects of personal behavior in terms of their impact on other individuals.

VI. Objectively discuss issues of social justice for ethnic groups.

VII. Avoid stereotypes of groups of people.

HOME AND FAMILY

This course should lay the groundwork in family-life education for the student who will be entering marriage upon graduation from high school, as well as the one who will pursue a career in related fields. It should emphasize the individual as he establishes his own identity and as he relates to his peers, friends, and family members.

It should help him to:

I. Develop feelings of self-identity and self-worth, respect for others, and moral responsibility as an integral part of his personality and character development, so that he can perceive his role as a marriage partner, as a parent, and a mature adult in our society. (This is important for all students, but it is especially needed by fatherless and motherless boys and girls.)

II. Seek realistic, socially acceptable solutions to his personal problems.

III. Facilitate communications with and among family members and peers.

IV. Evaluate his individual role in the family and among peers.

V. Understand the effects of family environment and relationships upon behavior, values, and the perceived self.

VI. Promote positive attitudes as a contributing member of a family or peer group.

VII. Facilitate his understanding of his siblings.

VIII. Understand more fully and deeply the significance in our society and in other societies of boy-girl relationships, dating, courtship, and engagement, as related to marriage, parenthood, and family life.

IX. Understand the differences between love and infatuation and immature versus mature romantic love and identify and appreciate the traits of a prospective spouse, traits which are most apt to make for a wholesome, healthy, and happy marriage.

X. Develop and maintain positive standards of behavior--standards based upon the progressive acceptance of moral

responsibility for his/her own sexual behavior as it affects others as well as themselves.

XI. Understand his physical, mental, and academic abilities in relation to the possible educational opportunities and vocations by providing resources and guidance.

XII. Understand that there are people who will not marry, yet will be able to make adjustments as single individuals in an adult society organized basically around family groups.

XIII. Become aware that much of the success of any marriage depends upon the maturity of the two people involved and emphasize that studies reveal teenage marriages are highly susceptible to unhappiness and complications due to lack of maturity.

XIV. See that studies of marital success and failure have established that, in general, marriages have a better chance for success when couples are from the same background and that any marriage involving extreme differences may be called a "mixed marriage," although the term is usually applied to those in which there is a difference in race or religion.

XV. Understand the marriage laws which are designed to protect the interests of both the individual and society--laws emphasizing that the state's basic interest is in the children who may result from the marriage, but also being concerned with the rights and responsibilities of the individuals who marry.

MODERN WORLD HISTORY

The course in Modern World History is designed to aid students in gaining a deeper understanding of world events from the year 1500 to the present.

The course content should be chosen to:

I. Aid the student in understanding people in all parts of the world.

II. Provide an understanding of how different periods of history are affecting the world today.

III. Help the student to see relationships between various periods of modern world history and their similar and recurring trends.

IV. Help the student to understand the cumulative nature of accomplishments.

V. Give an understanding of various methods of research.

VI. Provide opportunity to learn how to use written materials for historical research.

VII. Instill a desire in the student to read material pertinent to the historical periods of modern world history.

VIII. Prepare the student for more advanced work in the field of history.

IX. Help the student to develop attitudes, understandings, and values that will assist him in understanding different philosophies and aid him in developing his own personal philosophy.

PSYCHOLOGY

This summary begins with the assumption that a major goal of a psychology course is to develop a curiosity about the behavior of man and an understanding of the extent to which scientific methods can be applied to problems of human behavior. The following areas are suggested for inclusion in a psychology course:

I. An introductory unit which will define psychology and show its place in relation to other sciences.

II. A unit on learning, which includes general principles of learning, factors in efficient learning, and a study of the process of thinking.

III. A unit on understanding human behavior, which explores the subject of personality, behavior development, and methods of measuring intellectual ability.

IV. A unit on the physical basis of behavior, which includes heredity and environment, biological influences on behavior, and a study of sensation and perception.

V. A unit on adjustment to social environment, which deals with problems of frustration and conflict and presents desirable and undesirable ways of dealing with these problems.

SOCIOLOGY

Sociology should provide a foundation that will enable students to understand people and their interaction with the world in which they live.

The course should:

I. Introduce the student to basic principles and concepts of sociology as a discipline.

II. Give the student an opportunity to carry out simple social research in order to become more involved in the course as well as to develop a better understanding of the sociologist as a research scientist.

III. Encourage the student to become aware of some of the problems in our society and give him the opportunity to seek solutions to these problems by using methods that are scientifically and logically sound.

IV. Stimulate the student to develop an interest in his social world that will extend beyond the sociology course itself.

V. Encourage the student to become aware of the extreme importance of social relationships in human behavior.

VI. Enable the student to develop the ability to look at the social phenomena about him more objectively instead of viewing the world as he wants to see it or as others want him to see it.

WORLD STUDIES

The World Studies course is intended to be an interdisciplinary study of man and his cultures. This approach will provide the student with a more comprehensive grasp of world cultures, both past and present. The student should become involved in problem solving within an intercultural framework in order that he may achieve a constructive attitude toward cultures and in order that he will have the kind of understandings and skills which will allow him to become a functioning citizen of the world.

Schools may elect one of three possible modes of organization for the World Studies course. These modes are (1) thematic approach, (2) chronological approach, and (3) area studies.

It will occur to schools and teachers that it is not necessary to elect one approach to the exclusion of the other two. It would be possible to establish a world studies program that could amalgamate and integrate elements from the thematic, chronological, and area studies approaches.

SECTION FOUR

SUMMARY

K	Introduction to the basic social groups and the child's relationship to them.
1	Continuation of the kindergarten program plus patriotic celebrations and introduction to some of the national symbols. Also, beginning study of the globe.
2	The neighborhood and/or community. Map and globe skills.
3	Cities with an introduction to the United States. Continued map and globe skills development.
4	Alabama State History - one semester; Geography (a study comparing the world's geographic regions) - one semester.
5	American History; continued geography skills development.
6	The Western Hemisphere; expanded geography skills development.
7	The Eastern Hemisphere with opportunity for an introduction to the social sciences. Reinforcement of all geography skills and concepts previously taught.
8	Civics and Law with emphasis on the concepts and understandings of American History.
9	Alabama History - one semester; required elective - one semester (from one of the following: anthropology consumer economics contemporary world issues world geography).
10	World History is the strongly recommended elective course.
11	United States History.
12	United States Government - one semester; Economics - one semester.

Alternative Courses

Ancient and Medieval History
Anthropology
Area Studies
Comparative Religions
Consumer Economics
Contemporary World Issues
Ethnic Studies
Home and Family
Modern World History
Psychology
Sociology
World History
World Geography

APPENDIX A

Concept Development

These tables were prepared by the Social Studies Task Force to illustrate concept development by discipline and grade level. Local schools will find them useful as they plan their social studies program.

KINDERGARTEN

Discipline and Concept	Basic Content for Concept Development
GEOGRAPHY	
Map and Globe Skills	Relative terms of location and direction such as near, far, above, below, up, and down; use of small objects to represent large ones. Globe is a small representation of the earth.
Earth Science in Relation to Physical Science	Weather
Man and His Environment	Cultural differences affect use of the environment.
PHILOSOPHY - PSYCHOLOGY - RELIGION	
Values	Simple moral values, such as honesty
Nature of Man	Who am I? What are my responsibilities?
Critical Thinking	
Nature of Religion	Brief references to worship
Understanding Oneself and Others	Why do I do certain things? Why do others do certain things?
ECONOMICS	
Supply and Demand	Limited materials and equipment must be shared.
Division of Labor	Everyone must accept responsibility for keeping the classroom ready for use, for caring for his own belongings.

Discipline and Concept	Basic Content for Concept Development
Capital	Materials and equipment must be properly cared for.
Exchange and Trade	People exchange money for goods.
SOCIOLOGY - ANTHROPOLOGY	
Family	Families are alike and different.
Education	All people provide for education of young.
Cultural Differentiation	Comparison of child's way of life with that of children of another culture
Classes and Other Groups in Society	Family groups
Social Harmony and Disharmony	All family members have responsibilities, must work together; conflict must be resolved.
POLITICAL SCIENCE	
Nature of Government	Authority
Nature of Law	Rules help people to live together, protect their rights.
Political Obligation	Children obey rules.
American Government	All Americans live by certain rules.

FIRST GRADE

Discipline and Concept	Basic Content for Concept Development
GEOGRAPHY	
Map and Globe Skills	Landmasses, oceans, globe, simple maps
Earth Science in Relation to Physical Science	Weather and climate
Man and His Environment	Uses of environment
Natural Resources	Those of own and other areas of the world
Transportation and Communication	Importance of modern transportation to our way of life
Political Geography	Our country
Urban Geography	The capital of our country
PHILOSOPHY - PSYCHOLOGY - RELIGION	
Values	More simple moral and social values
Nature of Man	Some great men and women
Understanding Oneself and Others	Why are some people great?
Nature of Religion	Brief references

Discipline and Concept	Basic Content for Concept Development
ECONOMICS	
Supply and Demand	All people have needs and wants; wants usually exceed supply.
Division of Labor	Specialization for faster and better goods
Capital	Money, banks, things used every day
Exchange and Trade	Money is exchanged for goods.
Money, Credit, Banking	Saving and borrowing
Government and the Economy	Some ways government meets needs of people
SOCIOLOGY - ANTHROPOLOGY	
Family	Families are alike and different.
Education	The school environment, education for all boys and girls
Primitive Societies	
Classes and Other Groups in Society	Family groups, other groups in society
Social Harmony and Disharmony	Examples of harmony and disharmony at home and school
POLITICAL SCIENCE	
Nature of Government	Government in the United States

Discipline and Concept	Basic Content and Concept Development
Nature of Law	Rules are necessary.
Political Obligation	Voting for and electing officials
Types of Government	Democracy
Domestic Political Struggles	Elections
American Government	American national government, allegiance and justice
International Politics	United States' relation to other countries
HISTORY	
Time, Chronology, Change	Long ago and now
History as a Clue to the Present	Biography of historical characters
Civilization	Nations develop and change.
Historical Evidence	Artifacts

SECOND GRADE

Discipline and Concept	Basic Content for Concept Development
GEOGRAPHY	
Map and Globe Skills	Location of own community on map; (city); locating U. S. and world communities on globe
Earth Science in Relation to Social Science	Identification of time zone and that of other communities such as are in Jamaica, Puerto Rico, Hawaii, New Zealand, or Iceland (Other communities may be used.)
Man and His Environment	People affect the geography of a region or area.
Regions	Our community and communities of Hawaii, Puerto Rico, Jamaica, the Philippines, New Zealand, or Iceland have similarities and differences.
Natural Resources	Communities often develop around a natural resource, such as tourist attraction, water, timber, fish, etc.
Transportation and Trade	The kind of transportation and trade found in a community is related to the people and the work in that community.
Communication	Open communication (news media) influences the welfare of a community.
Political Geography	Communities are located throughout the world--large and small.
Urban Geography	Communities are almost self contained, but are dependent on the central city for some of its services (utilities, governmental agencies, new agencies, etc.).

Discipline and Concept	Basic Content for Concept Development
RELIGION - PHILOSOPHY - PSYCHOLOGY	
The Nature and Importance of Values	The values in our community--social, patriotic
Norms and Relativity of Behavior	Contrast acceptable and unacceptable values in our community with those of another community.
The Nature of Religion	Comparing and Contrasting religions of the New Zealand aborigines with the Judeo - Christian
The Nature of Man	Understanding man's need for direction and leadership
Techniques of Critical Thinking	Understanding logical thought and action
Understanding Oneself and Others	Learning to accept and respect self and others
Respecting the Contributions of All People in a Well-run Society	Creating an awareness of the worth of all honorable contributions of work, art, and recreation in our community
ECONOMICS	
Demand and Supply	Demand and supply in our community
Labor and Specialization	Everyone in the community has a job to do and should take pride in a job well done.

Discipline and Concept	Basic Content for Concept Development
Money and Machines (Capital)	Machines needed to keep a community productive
Government and the Economy	Taxes support local, state, and federal services in our community.
Labor-Management Relations	Producers and consumers are dependent upon each other.
Market and Trade	Communities exchange goods and services.
Manufacture, Agriculture, Recreation, and History	Communities are often characterized by the service or product they produce.
Money, Credit, Banking	Money is the medium of exchange in most communities of the world.
SOCIOLOGY - ANTHROPOLOGY	
Family: Basic Social Group	Families in all communities have certain basic needs, different ways of meeting those needs.
Education and Socialization	Education: In our community and in a community in New Zealand, Hawaii, Puerto Rico, the Philippines, Iceland, Jamaica
Primitive Societies	The aborigines of New Zealand, Australia, Hawaii, et al.
Cultural Differences	Cultures of our community and others of the world
Demography	Changing sizes of communities

Discipline and Concept	Basic Content for Concept Development
POLITICAL SCIENCE (GOVERNMENT)	
Types of Government	Comparison and contrast of government in our community with one in New Zealand or Australia
The Nature of Government	All communities need some kind of government or laws to live by.
Political Obligations	All people in any community must assume some responsibility and loyalty to their government.
Democracy vs. Other Types of Government	People in a democracy have a voice in the management of their community.

THIRD GRADE

Discipline and Concept	Basic Content for Concept Development
GEOGRAPHY	
Map and Globe Skills	Map symbols, scale, aerial photos, historical maps
Earth Science in Relation to Social Science	Earth-sun relations
Man: His Environment	Uses of natural environment
Natural Resources	Those of cities selected for study
Transportation	Modes and their relation to growth of cities
Communication	Modes and their relation to growth of cities
Political Geography	Modes and their relation to growth of cities
Urban Geography	Detailed study of selected typical city
PHILOSOPHY - RELIGION - PSYCHOLOGY	
The Nature and Importance of Values	Values in urban areas around the world
Religious and Aesthetic Expression	Comparative evidences among cities being studied
Understanding Oneself and Others	The role of the individual in the city
The Nature of Man	The role of the individual in the city

Discipline and Concept	Basic Content for Concept Development
ECONOMICS	
Demand and Supply	Needs, wants, work; land, labor, and capital
Division of Labor and Specialization	Contrast according to cities being studied.
Capital	Importance of capital in city economy
Market and Trade	Relation of city to farm, to other cities
Manufacture, Agriculture, Services	Study of those applicable to city being studied; Pollution
Money and Banking	Services in the city
Government and the Economy	Relation of city to federal government and economy
Economic Growth	Reasons for economic growth in the city
SOCIOLOGY AND ANTHROPOLOGY	
Family and Home Life	Comparison of family and home life in various cities
Education and Socialization	Cities provide for education of young.
Cultural Differentiations	Comparison of cultures of cities around the world; evidences of acculturation
Urban Problems	Population shifts, pollution, energy shortages

Discipline and Concept	Basic Content for Concept Development
POLITICAL SCIENCE	
Nature of Government	Simple study of kinds of government used by cities around the world
Patriotism	Local government survival, protection of property
Your City, Town, or Community	Symbols, songs, public buildings, attitude of people, patriotic celebrations
HISTORY	
Time, Chronology, Change	Simple chronology of your city, town, or community
History as Clue to the Present	Prehistory, early history
Historical Imagination	Attitudes and feelings of earlier citizens
Civilization: Its Nature and Growth	Agriculture to industry
Historical Evidence and Its Evaluation	Documents, photographs, artifacts
All concepts listed under "Cities" would also apply	To study one's own city

FOURTH GRADE

Discipline and Concept	Basic Content for Concept Development
GEOGRAPHY	
Globe and Map Skills	Special maps, precipitation, vegetation, relief, grid scale
Earth Science in Relation to Social Science	Climate, seasons
Man and His Environment	Land use
Natural Resources	Availability and use
Transportation	World trade, modes of transport
Communication	Relation to development of trade
Political Geography	Nationalism
Urban Geography	Industry and population shifts
Regions	Southeastern United States, with emphasis on Alabama Selected representative world regions
PHILOSOPHY - RELIGION - PSYCHOLOGY	
The Nature and Importance of Values	Value systems
The Nature of Man	Control or abuse of powers
Techniques of Critical Thinking	Study of socioeconomic problems of regions being studied

Discipline and Concept	Basic Content for Concept Development
Nature of Religion	Religious beliefs of people in regions being studied
Knowledge of Men in Other Societies	Comparison of self and people in other societies
ECONOMICS	
Demand and Supply	Land, labor, capital
Contrast Between Traditional and Advanced Economics	Division of labor
The Role of Capital in Regional Economics (Alabama economics)	Capital
Exchange and Trade	Domestic and international
Agriculture, Manufacture, Services	Agriculture industry in regions selected for study
Money, Credit, and Banking	Business
Government and the Economy	Free and totalitarian systems
Labor-Management Relations	Labor systems within selected regions
Economic Growth	Comparison of rates of growth in both developed and under-developed regions

Discipline and Concept	Basic Content for Concept Development
SOCIOLOGY - ANTHROPOLOGY	
Family	Comparison by region
Education and Socialization	Importance to economic growth
Primitive Societies	Early Alabama Indians; early inhabitants of regions selected for study
Cultural Differentiation	Patterns of various regions
Classes: Other Groups in Societies	As applicable to region being studied
Social Harmony and Disharmony	American Civil War; racial problems of region studied
Population and Economic Growth	Relationship of population to economic growth of region being studied
POLITICAL SCIENCE	
Government	Alabama State Government; government of nations within regions being studied
Law	For survival - protection of property - Alabama State
Values in Politics	Nationalism, allegiance, freedom, totalitarianism
Domestic Political Struggles	Party politics in regions being studied
Types of Government	Democratic, totalitarian

Discipline and Concept	Basic Content for Concept Development
International Politics	America's relations with countries within regions being studied
HISTORY (ALABAMA)	
Time, Chronology, Change	Alabama prehistory, simple chronology of Alabama studied as one of the states in an expanding United States
History as a Clue to the Present	Relation of past events to present-day Alabama. Ex., Spanish, French, English settlers; American Civil War

FIFTH GRADE

Discipline and Concept	Basic Content for Concept Development
GEOGRAPHY	
Map and Globe Skills	Historical maps, latitude, longitude
Earth Science in Relation to Social Science	Climate
Man and His Environment	Settlers adapted to or modified new environment, varying uses of land
Regions	Coastal settlements, major physical regions
Natural Resources	America's natural resources, their use by man
Transportation	Permanent settlements, colonization, westward movement
Communication	Methods used at different times
Political Geography	Relations between nations of North America
Urban Geography	Rise, growth, development of cities
PHILOSOPHY - PSYCHOLOGY - RELIGION	
Nature and Importance of Values	Values in American history
Nature of Man	Demands upon new settlers, man coping with his world, human nature depicted in American history
Nature of Religion	Religion in American history and life

Discipline and Concept	Basic Content for Concept Development
Understanding Oneself and Others	Inner resources and character necessary for survival in a new land; historical characters
ECONOMICS	
Demand and Supply	Colonial and industrial American economics
Division of Labor	Ways people make a living, the industrial society
Capital	Role of capital in industry, division of country due to economic differences
Exchange and Trade	Trade from colonial times to present
Money, Credit, Banking	Services
Government and the Economy	Economic policies; reconstruction and its effects
Labor-Management	Workers organize for job security.
Economic Growth	Western expansion of the U. S.; reconstruction moved U. S. toward role in world leadership, trade with many countries
SOCIOLOGY - ANTHROPOLOGY	
Family	Family life in American history
Education	Education in colonial and modern times; changing educational needs

Discipline and Concept	Basic Content for Concept Development
Primitive Societies	Conflict between Indians and settlers
Cultural Differentiation	Various ethnic groups, cultural differences, acculturation, the American culture
Classes and Other Groups in Society	Social differences cause division
Social Harmony and Disharmony	Conflict stimulates growth or leads to hostility and destruction; social effects of reconstruction; likenesses and differences between U. S. and other countries of Western hemisphere; kinds of conflict: internal, interpersonal, intergroup, international
POLITICAL SCIENCE	
Nature of Government	Theory of government--revolution and constitution
Nature of Law	Law and legislation in U. S. history; importance of people being able to make their own laws
Constitutionalism	The U. S. Constitution, amendments
Political Obligation	Government established and upheld
Types of Government	Some types of government in American history, including colonial government
Domestic Political Struggles	Conflict during Revolutionary and Civil Wars, sectional ideologies

Discipline and Concept	Basic Content for Concept Development
Political Ideologies	Political conflicts in American history, American political parties
International Politics	A world power
HISTORY	
Time, Chronology, Change	Chronology of events leading to exploration, colonization, revolution, and expansion in the New World
History as Clue to Present	Reasons for movement toward and to Western world
Historical Imagination	Reconstruction of great periods in American history, the "spirit" of independence
Civilization	European style of civilization in America
Historical Evidence and Its Evaluation	Artifacts, documents

SIXTH, SEVENTH, AND EIGHTH GRADES

All concepts apply to grades six and seven.
*Indicates concepts which apply to eighth grade also.

Discipline and Concept	Basic Content for Concept Development
GEOGRAPHY	
*Map and Globe Skills	Review of previous skills; location in relation to or direction from other places
Earth Science in Relation to Social Science	Climate and culture of societies selected for study; climate often helps determine culture, physical features which affect climate.
Man and His Environment	Western and non-Western cultural environments; man alters his environment; man lives in a variety of physical environments.
Regions	Geography of a region limits ways people live and work.
Natural Resources	Resources of regions being studied; conflict often caused by man's attempt to control resources; new resources resulting from science and technology
Travel and Communication	Location of early cultures often determined by transportation routes; modern means of travel and communication increase rate of cultural exchange.
*Political Geography	See "Political Science."
*Urban Geography	Cities as culture centers; growth and migration problems
PHILOSOPHY - PSYCHOLOGY - RELIGION	
*Values	Religion and controlling ideas throughout history of cultures selected for study, problem of values in modern world

Discipline and Concept	Basic Content for Concept Development
Nature of Man	Man's views in a world of competing ideologies
Nature of Religion	Religious beliefs influence development of culture, choice of occupation, relation to other people.
*Critical Thinking	Logical examination of historical relationships and their modern applications
Understanding Oneself and Others	Objective understanding through critical study of Western and non-Western cultures
ECONOMICS	
Supply and Demand	Effects of such factors as trade, industrialism, imperialism, business cycle, standard of living
Division of Labor	In developing nations, in advanced nations, resultant occupational implications
Capital	Modern capitalism
Exchange or Trade	Trade as incentive in exploration and colonization; trade as means of cultural contact and factor in rate of cultural change
Agriculture, Manufacture, Services	Man's four economic divisions: What to produce? How to use resources for production? Production for future or immediate consumption? Who shall receive products and in what proportion? Relation of agriculture, manufacture, and services to each other

Discipline and Concept	Basic Content for Concept Development
Money, Credit, Banking	Comparison of banking in countries being studied; investment and capitalism; bills of exchange and letters of credit
*Government and Economy	Comparison of government economic policies of countries being studied, their effect upon each other
SOCIOLOGY - ANTHROPOLOGY	
The Family	Family life in nations being studied - similarities and differences, effect of various social environments
Education	Changing educational emphasis in various cultures for reasons peculiar to that culture
Primitive Societies	Historical and modern problems faced by various primitive societies
Cultural Differentiation	Acculturation is accelerated by rapidly spreading cultural contact between Western and non-Western peoples.
Classes and Other Groups in Society	Problems of societal class structures, racial and ethnic relations
Social Harmony and Disharmony	Inevitable change, uneven rate of change within a society; conflict reduced by intercultural understanding; nationalism as a harmonizing force with accompanying conflict
POLITICAL SCIENCE	
*Nature of Government	Political systems vary from democracy to totalitarianism.

Discipline and Concept	Basic Content for Concept Development
*Nature of Law	Legal systems in modern world; importance of recognition of world law
*Constitutionalism	Comparison of constitutional governments with authoritarian governments
*Political Obligation	Relation of the individual citizen to the political order of his culture
*Types of Government	Historical and modern types of government of countries chosen for study; freedom and human liberty are not valued equally by all cultures.
*Domestic Political Struggles	Factions, parties, ideologies in modern world
*Political Ideologies	Nationalism, democracy, imperialism, socialism, communism, humanitarianism, role of United Nations
*American Government	Traditions and institutions help shape American culture.
*International Politics	Nationalism and imperialism, ideological conflicts, types of wars, confrontation or negotiation
HISTORY	
*Time, Chronology, Change	Diffusion of culture in the modern age; rapid rate of change; understanding of various periods of world history
*History as Clue to Present	Study of selected episodes of history in relation to the world today

Discipline and Concept	Basic Content for Concept Development
*Historical Imagination	Continued cultivation of ability to place oneself in the point of view of people of other cultures at other times
*Civilization	The rise and fall of early cultures with speculation as to the fate of present civilizations
*Historical Evidence and Its Evaluation	Interpretation of historical period and events and their implication for modern civilization

APPENDIX B

Social Studies Skills

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT[1]

Helping young people develop and use skills effectively is one of the central purposes of social studies instruction. Indeed, without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. The student who develops a command of social studies skills during his school years and carries these skills into the adult years has laid a firm basis for continued learning throughout his life.

The chart which appears in the following pages has been developed as an aid to social studies teachers who desire to improve their teaching of social studies skills.[2] It represents an illustrative analysis of major skills areas that should be developed in social studies programs. It is organized in two parts, as follows:

Part One. Skills which are a definite but shared responsibility of the social studies

I. Locating information
II. Organizing information
III. Evaluating information
IV. Acquiring information through reading
V. Acquiring information through listening and observing
VI. Communicating orally and in writing
VII. Interpreting pictures, charts, graphs, tables
VIII. Working with others

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[1]Dorothy McClure Fraser and Eunice Johns, "Social Studies Skills: A Guide to Analysis and Grade Placement," from Helen McCracken Carpenter, Skill Development in Social Studies, Thirty-Third Yearbook, The National Council for the Social Studies, Washington, D. C., 1963, pp. 310-327.

[2]In preparing this chart, the authors have consulted a wide range of curriculum materials and professional literature, including Baltimore (MD) Public Schools, Guide to Elementary Education, 1955; Buffalo (NY) Public Schools, Curriculum Guide, Kindergarten-Grade Three, 1959, and Curriculum Guide, Grade Four-Six, 1959; Minneapolis (MN) Public Schools, Social Studies, 1957; John U. Michaelis, editor, Social Studies in Elementary Schools, Thirty-Second Yearbook, Washington, D.C., National Council for the Social Studies, a department of the National Education Association, 1962, Chapter VI and the body of the Yearbook in which this Appendix appears. They wish to acknowledge a particular debt to the social studies committees of the Washington County (MD) Public Schools and of the Wilmington (DE) Public Schools, whose draft formulations of similar charts are reflected in this chart.

Part Two. Skills which are a major responsibility of the social studies

I. Reading social studies materials
II. Applying problem solving and critical thinking
III. Interpreting maps and globes
IV. Understanding time and chronology

The chart also suggests a tentative grade placement for three levels of emphasis on each sub-skill that is identified: (1) introducing the specific skill, through planned readiness experiences; (2) developing the skill systematically; and (3) reteaching, maintaining, and extending the skill as necessary.

The chart, thus, outlines a planned, sequential program for skill development, one that cuts across subject lines and bridges the gap between the elementary and the secondary school. It may serve as a reminder to every teacher that effective teaching of skills should be part of a cumulative program running from the early school years through high school. It may help the teacher plan so as to reinforce whatever command of skills his pupils have already attained, while--at the same time--he leads them to a higher level of performance.

The chart may also be used by groups of social studies teachers and their colleagues in other fields as a point of departure in formulating their own analysis and plan for the social studies skills program in their own school system. When teachers thus clarify their own purposes for teaching skills, become sensitized to their pupils' needs for skills development, and identify ways of meeting those needs, major benefit to the instructional program will result, a benefit that could never come from uncritical acceptance of an already formulated program.

Throughout this Yearbook, the point has been made that pupils develop skills most effectively when there is systematic instruction and continuing application of the skills. The following principles of learning and teaching have been emphasized as a basis for the social studies skills program:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

2. The learner must understand the meaning and purpose of the skill and have motivation for developing it.

3. The learner should be carefully supervised in his first attempts to apply the skill so that he will form correct habits from the beginning.

4. The learner needs repeated opportunities to practice the skill with immediate evaluation so that he knows where he has succeeded or failed in his performance.

5. The learner needs individual help, through diagnostic measures and follow-up exercises, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the learner moves through school with each level of instruction building on and reinforcing what has been taught previously.

7. Students should be helped, at each stage, to generalize the skills by applying them in many and varied situations; in this way, maximum transfer of learning can be achieved.

8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner; many skills should be developed concurrently.

In applying these principles, teachers should keep two cautions in mind. First, although it is possible to make a general plan for continuity in skill development, it is impossible to set a particular place in the school program where it is always best to introduce a specific skill. Many factors enter into the final decision of the teacher as he works with a specific class, and the general plan can serve only as a guide to what seems to be good practice. True continuity in skill development is that which is developed within the learner, not that which can be blocked out in a general plan. Furthermore, it can never be assumed that a child has gained command of a particular skill merely because he has been exposed to it. Review and reteaching of skills that have been stressed at an earlier grade level are often necessary, even with the most capable students.

Second, the suggested grade placements indicated in the chart which follows are based on a combination of current practice and the subjective judgments of many teachers, including the authors. Both of these reflect what young people seem to be able to achieve within existing patterns of instruction. It is possible that pupils could achieve earlier and more effective command of many aspects of social studies skills if new patterns and approaches for instruction were employed. More systematic and intensive readiness experiences, for example, might enable children to profit from systematic instruction in skills at an earlier age. If so, they would gain an earlier command of tools that could enhance their learning through the rest of their school years. On the other hand, it is possible that present practice calls for instruction in some skills before the learner has developed the necessary related concepts. If so, he may not only fail for the moment but also be handicapped in later efforts to gain control of the particular skill. Almost no research evidence exists to guide the proper grade placement of skill instruction. Evidence of this kind is urgently needed as a basis for improving the teaching of social studies skills. It is the

hope of the authors that their efforts in preparing this guide to the analysis and grade placement of skill instruction will stimulate such research in the years immediately ahead. The chart follows.

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT
(Code: EP, early primary; LP, late primary; EI, early intermediate;
LI, late intermediate; J, junior high school; S, senior high school)

Part One: Skills which are a definite but shared responsibility of the social studies

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Locating information			
A. Work with books			
1. Use title of books as guide to contents	EP	LP-LI	J-S
2. Use table of contents	LP	EI-J	S
3. Alphabetize	LP	EI-J	S
4. Use index	EI	LI-J	S
5. Use title page and copyright date	EI	LI-J	S
6. Use glossary, appendix, map lists, illustration lists	EI	LI-J	S
7. Distinguish between storybooks and factual books	LP-EI	LI-J	S
8. Choose a book appropriate for the purpose	LP-EI	LI-J	S
B. Find information in encyclopedias and other reference books			
1. Locate information in an encyclopedia by using key words, letters on volume, index, and cross references	EI	LI-J	S
2. Use reference works, such as World Almanac, atlases, Who's Who, Statesman's Yearbook	EI	LI-J	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT
(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)
(Continued)

Part One: Skills which are a definite but shared responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
C. Make efficient use of the dictionary			
1. Alphabetize a list of words according to the first letter; according to the second and third letters	LP	EI-J	S
2. Use guide words	EI	LI-J	S
3. Learn correct pronunciation of a word	EI	LI-J	S
4. Understand syllabication	EI	LI-J	S
5. Choose the appropriate meaning of the word for the context in which it is used	EI	LI-J	S
D. Read newspapers, magazines, and pamphlets with discrimination			
1. Recognize these materials as sources of information about many topics, especially current affairs	LP	EI-LI	S
2. Select important news items	EI	LI	J-S
3. Select from these sources material that is pertinent to class activities	EI	LI-J	S
4. Learn the organization of a newspaper and how to use the index	LI	J	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT
(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)
(Continued)

Part One: Skills which are a definite but shared responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
5. Learn about the sections of the newspaper	EI	LI	J-S
6. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets	LI	J-S	S
E. Know how to find material in a library, both school and public			
1. Locate appropriate books	EI	LI-J	S
2. Use a book card	EI	LI	
3. Use the card catalogue to learn that--			
a. A book is listed in three ways--by subject, by author, and by title	EI	LI-J	S
b. All cards are arranged alphabetically	EI	LI-J	S
c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf	EI	LI-J	S
d. Some author cards give more information than the title or subject card	EI	LI-J	S
e. Information such as publisher, date of publication, number of pages and of illustrations,			

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT
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(Continued)

Part One: Skills which are a definite but shared responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
and usually some annotation are provided	EI	LI-J	S
f. The Dewey Decimal System is a key to finding books	J	S	S
4. Use the Readers' Guide to Periodical Literature and other indexes	J	S	S
F. Gather facts from field trips and interviews			
1. Identify the purpose of the field trip or interview	EP	LP-J	S
2. Plan procedures, rules of behavior, questions to be asked, things to look for	EP	LP-J	S
3. Take increasingly greater initiative in the actual conduct of the field trip or interview	EP	LP-J	S
4. Evaluate the planning and execution of the field trip or interview	EP	LP-J	S
5. Find acceptable ways to open and close an interview	LP	EI-J	S
6. Express appreciation for courtesies extended during the field trip or interview	EP	LP-J	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT
(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)
(Continued)

Part One: Skills which are a definite but shared responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
7. Record, summarize, and evaluate information gained	EP	LP-S	S
G. Be selective in using audiovisual materials (See Acquiring information through listening and observing; and Interpreting pictures, charts, graphs, tables; Part One, Sections V, VII.)	EP-LI	J	S
H. Use maps and globes in developing geographic skills (See Interpreting maps and globes, Part Two, Section III.)	LP	EI-J	S
II. Organizing information			
A. Make an outline of topics to be investigated and seek material about each major point, using more than one source	EI	LI-S	S
B. Select the main idea and supporting facts	EI	LI-S	S
C. Compose a title for a story, picture, graph, map, or chart	EP	LP-LI	S
D. Select answers to question from material heard, viewed, or read	EP	LP-J	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT
(Code: EP, early primary; LP, late primary; EI, early intermediate;
LI, late intermediate; J, junior high school; S, senior high school)
(Continued)

Part One: Skills which are a definite but shared responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
E. Take notes, making a record of the source by author, title, page	LI	J-S	S
F. Classify pictures, facts, and events under main headings or in categories	LP	EI-J	S
G. Arrange events, facts, and ideas in sequence	EP	LP-J	S
H. Make simple outlines of material read, using correct outline form	LI	J-S	S
I. Write a summary of main points encountered in material	EI	LI-S	S
J. Make a simple table of contents	LP	EI-J	S
K. Make a bibliography	LI	J	S
III. Evaluating information			
A. Distinguish between fact and fiction	EP	LP-J	S
B. Distinguish between fact and opinion	LI	J-S	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT
(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)
(Continued)

Part One: Skills which are a definite but shared responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction	LP	EI-J	S
D. Consider which source of information is more acceptable, and why	LP	EI-S	S
E. Examine reasons for contradictions, or seeming contradictions, in evidence	J	J-S	S
F. Examine material for consistency, reasonableness, and freedom from bias	J	J-S	S
G. Recognize propaganda and its purposes in a given context	J	J-S	S
H. Draw inferences and make generalization from evidence	EP	LP-S	J-S
I. Reach tentative conclusions	EP	LP-S	J-S
IV. Acquiring information through reading			
A. Skim to find a particular word, get a general impression, or locate specific information	LI	J-S	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT
(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)
(Continued)

Part One: Skills which are a definite but shared responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
B. Read to find answers to questions	EP	LP-J	S
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas	EI	LI-J	S
D. Select the statements that are pertinent to the topic being studied	LP	EI-J	S
E. Make use of italics, marginal notes, and footnotes to discover emphasis by author	LI	J-S	S
F. Consciously evaluate what is read, using the approaches suggested in Section III above	LI	J-S	S
V. Acquiring information through listening and observing			
A. Listen and observe with a purpose	EP	LP-J	S
B. Listen attentively when others are speaking	EP	LP-J	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT
(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)
(Continued)

Part One: Skills which are a definite but shared responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
C. Identify a sequence of ideas and select those that are most important	LP	EI-J	S
D. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information	LP-EI	LI-J	S
E. Adjust to a speaker's voice and delivery and to the physical conditions of the situation	LP	EI-J	S
F. Reserve judgment until the speaker's entire presentation has been heard	J	J-S	S
G. Take notes while continuing to listen and to observe	J	J-S	S
H. Analyze video and audio presentations, e.g., films, pictures, models, exhibits, and other graphic materials concerned with social studies topics	J	J-S	S
VI. Communicating orally and in writing			

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(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)
(Continued)

Part One: Skills which are a definite but shared responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
A. Speak with accuracy and poise			
1. Develop an adequate vocabulary	EP	LP-J	S
2. Choose the appropriate word	EP	LP-J	S
3. Pronounce words correctly and enunciate clearly	EP	LP-J	S
4. Talk in sentences	EP	LP-J	S
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted	EI	LI-S	S
6. Keep to the point in all situations involving oral expression	EP	LP-J	S
7. Develop self-confidence	EP	LP-J	S
8. Exchange ideas through discussion, either as leader or participant	EP	LP-J	S
9. Respect limitations of time and the right of others to be heard	EP	LP-J	S
B. Write with clarity and exactness			
1. Collect, evaluate, and organize information around a clearly defined topic (see Sections I-V above)	LI	J-S	S
2. Write independently, avoiding copying from references	EI-LI	J-S	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT
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(Continued)

Part One: Skills which are a definite but shared responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
3. Give credit for quoted material	LI	J-S	S
4. Use standard English	LI	J-S	S
5. Include a bibliography to show source of information	EI	LI-J	S
6. Include footnotes when necessary	J	J-S	S
7. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work	LP	EI-J	S
8. Proofread and revise	LI	J-S	S
VII. Interpreting pictures, charts, graphs, tables			
A. Interpret pictorial materials			
1. Recognize these materials as sources of information	EP	LP-J	S
2. Distinguish between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity in interpretation	EI	LI-J	S
3. Note and describe the content of the material, both general and specific	EP	LP-LI	J-S
4. Interpret by applying related information, and use the material as one basis for drawing conclusions	EP	LP-J	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT
(Code: EP, early primary; LP, late primary; EI, early intermediate;
LI, late intermediate; J, junior high school; S, senior high school)
(Continued)

Part One: Skills which are a definite but shared responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
B. Interpret cartoons			
1. Recognize these materials as expressing a point of view and interpret the view expressed	LI	J-S	S
2. Note and interpret the common symbols used in cartoons	LI	J-S	S
C. Study charts			
1. Understand the steps in development indicated	LI	J-S	S
2. Trace the steps in the process shown	LI	J-S	S
3. Compare sizes and quantities	LI	J-S	S
4. Analyze the organization or structure	LI	J-S	S
5. Identify elements of change	LI	J-S	S
D. Study graphs and tables			
1. Understand the significance of the title	EI	LI-J	S
2. Determine the basis on which the graph or table is built and the units of measure involved	EI	LI-J	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT
(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)
(Continued)

Part One: Skills which are a definite but shared responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
3. Interpret the relationships shown	EI	LI-J	S
4. Draw inferences based on the data	EI	LI-J	S
E. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons)	EI	LI-J	S
F. Relate information derived from pictures, charts, graphs, and tables with that gained from other sources	LI	J	S
VIII. Working with others			
A. Respect the rights and opinions of others	EP	LP-S	S
B. Understand the need for rules and the necessity for observing them	EP	LP-S	S
C. Take part in making the rules needed by the group	EP	LP-S	S
D. Accept the role of leader or follower, as the situation requires	EP	LP-S	S
E. Profit from criticism and suggestions	EP	LP-S	S

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT
(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)
(Continued)

Part One: Skills which are a definite but shared responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort	EP	LP-S	S
G. Use the rules of parliamentary procedure when needed	LI	J	S

Part Two: Skills which are a major responsibility of the social studies

I. Reading social studies materials			
A. Understand an increasing number of social studies terms	EP	LP-S	S
B. Learn abbreviations commonly used in social studies materials	EI	LI-J	S
II. Applying problem-solving and critical-thinking skills to social issues			
A. Recognize that a problem exists	EP	LP-J	S

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Part Two: Skills which are a major responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
B. Define the problem for study	EP	LP-J	S
C. Review known information about the problem	EP	LP-J	S
D. Plan how to study the problem	EP	LP-J	S
E. Locate, gather, and organize information	EP	LP-J	S
(For detailed analysis, see Part One, Section I.)			
F. Interpret and evaluate information	EP	LP-J	S
(For detailed analysis, see Part One, Section III.)			
G. Summarize and draw tentative conclusions	EP	LP-J	S
H. Recognize the need to change conclusions when new information warrants	EP	LP-J	S
I. Recognize areas for further study	EP	LP-J	S
J. Use problem-solving techniques in meeting personal and societal problems	EP-LP	EI-J	S
III. Interpreting maps and globes			

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Part Two: Skills which are a major responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
A. Orient the map and note directions			
1. Use cardinal directions in classroom and neighborhood	LP	EI-J	
2. Use intermediate directions, as southeast, northwest	EI	LI-J	S
3. Use cardinal directions and intermediate directions in working with maps	EI	LI-J	S
4. Use relative terms of location and direction, as near, far, above, below, up, down	EP	LP-J	S
5. Understand that north is toward the North Pole and south toward the South Pole on any map projection	LP-EI	LI-J	S
6. Understand the use of the compass for direction	EI	LI-J	S
7. Use the north arrow on the map	EI	LI-J	S
8. Orient desk outline, textbook, and atlas maps correctly to the north	EI	LI-J	S
9. Use parallels and meridians in determining direction	EI	LI-J	S
10. Use different map projections to learn how the pattern of meridians and that of parallels differ	EI	LI-J	S
11. Construct simple maps which are properly oriented as to direction	EI	LI-J	S

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Part Two: Skills which are a major responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
B. Locate places on maps and globes			
1. Recognize the home city and state on a map of the United States and on a globe	EI	LI-J	S
2. Recognize land and water masses on a globe and on a variety of maps--physical-political, chalkboard, weather, etc.	LP	EI-J	S
3. Identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands	EI	LI-J	S
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations	EI	LI-J	S
5. Relate low latitudes to the equator and high latitudes to the polar areas	EI	LI-J	S
6. Interpret abbreviations commonly found on maps	EI	LI-J	S
7. Use map vocabulary and key accurately	EI	LI-J	S
8. Use longitude and latitude in locating places on wall maps	LI	J	S

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Part Two: Skills which are a major responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
9. Use an atlas to locate places	LI	J	S
10. Identify the time zones of the United States and relate them to longitude	EI	LI-J	S
11. Understand the reason for the International Date Line, and compute time problems of international travel	J	S	S
12. Consult two or more maps to gather information about the same area	EI	LI-J	S
13. Recognize location of major cities of the world with respect to their physical setting	EI	LI-J	S
14. Trace routes of travel by different means of transportation	EI	LI-J	S
15. Develop a visual image of major countries, land forms, and other map patterns studied	EI	LI-J	S
16. Read maps of various types which show elevation	EI	LI-J	S
17. Understand the significance of relative location as it has affected national policies	LI	J-S	S
18. Learn to make simple sketch maps to show location	LP	EI-J	S

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Part Two: Skills which are a major responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experience	Develop systematically	Reteach, maintain, and extend
C. Use scale and compute distances			
1. Use small objects to represent large ones, as a photograph compared to actual size	EP	LP-J	S
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood	EP	LP-J	S
3. Compare actual length of a block or a mile with that shown on a large-scale map	EI	LI-J	S
4. Determine distance on a map by using a scale of miles	EI	LI-J	S
5. Compare maps of different size of the same area	EI	LI-J	S
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas	EI	LI-J	S
7. Compute distance between two points on maps of different scale	EI	LI-J	S
8. Estimate distances on a globe, using latitude; estimate air distances by using a tape or a string to measure great circle routes	LI	J	S
9. Understand and use map scale expressed as representative fraction, statement of scale, or bar scale	LI	J	S

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Part Two: Skills which are a major responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
10. Develop the habit of checking the scale on all maps used	EI	LI-J	S
D. Interpret map symbols and visualize what they represent			
1. Understand that real objects can be represented by pictures or symbols on a map	EP	LP-J	S
2. Learn to use legends on different kinds of maps	EI	LI-J	S
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents	EI	LI-J	S
4. Study color contour and visual relief maps and visualize the nature of the areas shown	LI	J	S
5. Interpret the elevation of the land from the flow of rivers	LI	J	S
6. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols	EI	LI-J	S
7. Use all parts of a world atlas	J	S	S

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Part Two: Skills which are a major responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
E. Compare maps and draw inferences			
1. Read into a map the relationships suggested by the data shown, as the factors which determine the location of cities	EI	LI-J	S
2. Compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data	EI	LI-J	S
3. Recognize that there are many kinds of maps for many uses, and learn to choose the best map for the purpose at hand	EI	LI-J	S
4. Understand the differences in different map projections and recognize the distortions involved in any representation of the earth other than the globe	LI	J	S
5. Use maps and the globe to explain the geographic setting of historical and current events	LI	J	S
6. Read a variety of special-purpose maps and draw inferences on the basis of data obtained from them and from other sources	J	J	S

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Part Two: Skills which are a major responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
7. Infer man's activities or way of living from physical detail and from latitude	EI	LI-J	S
IV. Understanding time and chronology			
A. Develop an understanding of the time system and the calendar			
1. Learn to tell time by the clock	EP	LP	LI
2. Use names of the days of the week in order	EP	LP	EI
3. Use names of the months in sequence	EP	LP	EI
4. Use calendar to find dates of special events and to determine length of time between important dates	EP	LP-LI	J
5. Associate seasons with particular months in both northern and southern hemispheres	EP	LP-LI	J-S
6. Understand the relation between rotation of the earth and day and night	LP	EI-J	S
7. Understand the system of time zones as related to the rotation of the earth	LP	EI-J	S

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Part Two: Skills which are a major responsibility of the social studies
(Continued)

Skill	Interpret, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
8. Understand the relation between the earth's revolution around the sun and a calendar year	LP	EI-J	S
9. Accumulate some specific date-events as points of orientation in time	EI	LI-S	S
10. Comprehend the Christian system of chronology--B.C. and A.D.	EI	LI-J	S
11. Use the vocabulary of definite and indefinite time expressions			
a. Use such definite time concepts as second, minute, yesterday, decade, century	EI	LI-J	S
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile	EP	LP-J	S
12. Acquire a sense of prehistoric and geological time	J	J-S	S
13. Learn to translate dates into centuries	EI	LI-J	S
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time			

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Part Two: Skills which are a major responsibility of the social studies
(Continued)

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
1. Recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc.	LP	EI-LI	
2. Learn to arrange personal experiences in order	EP	LP-LI	
3. Comprehend sequence and order as expressed in first, second, third, etc.	EP	LP-LI	
4. Learn to think of the separation of an event from the present in arithmetical terms	EI	LI-J	S
5. Learn to figure the length of time between two given dates	EI	LI-J	S
6. Understand differences in duration of various historical periods	J	J-S	S
7. Understand and make simple time lines	EI	LI-J	S
8. Use a few cluster date-events to establish time relationships among historic events	EI	LI-S	S
9. Learn to relate the past to the present in the study of change and continuity in human affairs	EI	LI-S	S
10. Learn to formulate generalizations and conclusions about time in studying the development of human affairs	J	J-S	S